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Musket

Vol. XXIX, No. 8 Lexington High School, Lexington, Mass. May 1996

Senior Philippa Lehar watches warily as classmates Emily Blumsack and Matt Hicks rehearse for the rumble in the LHS Music Department's production of *West Side Story*, to be performed May 9, 10, and 11.

photo by Joe Yoon

Another victory for defense in *Yeo v. Lexington* suit

by Margot Minardi

Handing another victory to the defendants in *Douglas E. Yeo v. Town of Lexington, et al*, United States District Judge Richard G. Stearns approved a motion for summary judgment in the case. Stearns ruled that the editorial decision of two school-sponsored student publications not to print Yeo's advertisement did not constitute "state action" and denied Yeo the opportunity to bring the civil suit before a jury.

In April 1994, Yeo, the founder of the parent group known as LEXNET (Lexington Parents Information Network), filed suit against the Town of Lexington, former LHS Principal David Wilson, Superintendent of Schools Jeffrey Young, *Musket* advisor Sam Kafrissen, LHS Yearbook advisor Karen Mechem, and the Lexington School Committee after the *Musket* and the Yearbook refused to publish LEXNET's advertisements advocating sexual abstinence. Yeo charged that the publications' refusals to print the ads violated his Constitutional rights to free speech. The Yearbook and Musket editorial staffs stated that they would not print political or advocacy ads as a matter of policy.

"Whether [the students] should have decided the ad issue differently is not the point. The decision was theirs to make. Such is the power conferred on the First Amendment, even on the young."

-U.S. District Judge Richard G. Stearns

In June 1994, Stearns turned down Yeo's request for an injunction against distribution of the *Musket*'s graduation issue. Five months later the First Circuit Court of Appeals dismissed Yeo's appeal of that decision, ruling unanimously that the complaint was moot because the newspaper had already been distributed and the 1994 graduation had already occurred.

Partner Jason Berger and attorney Adam Foreman of the Boston law firm of Testa, Thibeault & Hurwitz are representing the school personnel on a pro bono basis. Worcester lawyer John Spillane, supported by the Rutherford Institute, a religious civil liberties organization in Virginia, is the attorney for Yeo and LEXNET.

At a November 22, 1995 hearing before Judge Stearns, Foreman argued that there was no legal basis for Yeo and Spillane to bring the civil case before a jury. He contended that students, not school administrators or teachers, had made the decision not to print the advertisements. Yeo's claim that his free speech rights were violated would be irrelevant, Foreman argued, if the decision was not made by a state actor. Further, Foreman added that the student publications did not constitute unlimited public forums.

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Scientists' success is explosive

by Felicia Kuo

LHS science students dominated the Region IV science fair held in Somerville on March 23. Among the 40 students picked to advance to the State Competition, which will be held on April 26 and 27, 17 were Lexington students, the largest number in LHS history.

Those students include Nick Ingolia, Felicia Kuo, Caroline Lee, Jason Leekeenan, Naomi Levine, Megan Lo, Vicki Losick, Jon Mandle, Beth Nichols, Jean Park, Sarah Park, Emily Sung, Yea-Tyng Tang, Ben Vandiver, Chi-An Wang, and Glen Whitehouse. Other LHS students who attended Regionals

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Class of 2000 to get more credit

Incoming classes need 104 credits to graduate

by Evan Harris

With the entrance of the Class of 2000, the graduation requirements at Lexington High School will change dramatically, in an effort to push students, faculty, and parents toward a 21st-century educational framework.

In a recent interview, LHS Principal Philip Lanoue confirmed that the new graduation requirements will not affect students currently enrolled at the school. For incoming students, beginning with the Class of 2000, courses will be divided into seven areas of study: mathematics, science, social studies, English, world language, health/physical education, and the arts.

All students will be required to take four years each of math, science, social studies, and English; two and a half years of physical education; and two years each of world language and the arts. The major difference between the new graduation requirements and the current system is that the total number of required credits in these areas of study will be 92, compared to 88 currently. The total number of credits required for graduation, including electives, will be 104, compared to the current 88.

"The other major difference is benchmarking," says Lanoue. "It's going to be incumbent upon us to develop new courses and rethink our curriculum with the new standards. We'll be looking at new performance standards in each of these areas. And we'll know that all students will perform within those standards." Benchmarks will be set to ensure that all students, not just students at one level, will all achieve certain skills and knowledge in each curricular area. Even though the number of credits required of students graduating before 2000 will not be affected by these changes, the strengthened standards may affect the content of their courses.

The goal of the changes, in addition to compliance with the 1993 Massachusetts Education Reform Act, is to better prepare graduating students for college and for life in general. These changes will set a new standard of excellence for all students at Lexington High School, not just students in accelerated or honors programs. "The new standards will be rigorous and will establish a new standards of excellence. We need to challenge all students and set high benchmarks in all areas of study," said Lanoue.

Principal Lanoue does not think these new requirements will change the number of honors courses offered at the High School. The new benchmarks will alter the curriculum at all levels, but Lanoue is not certain yet exactly how that will occur.

The changes will affect teachers and other staff as well as students. The increased credit requirement will cause more courses to be offered, raising the number of teachers required. "A really preliminary estimate is that five new teachers will be required," Lanoue said.

He added, "One major challenge will be to find professional time to devote to developing these new standards. We have to carefully develop performance standards. We have to agree on those standards, and we have to begin to determine how to assess performance, and I don't think that means just straight tests." The new requirements give teachers and administration an opportunity to innovate. "It will be really important for us to be totally creative and innovative and to be on the forefront of education," Lanoue explained.

Given the current budgetary crisis, there are financial challenges in implementing these new requirements. The additional course requirements, as well as the state-mandated increase in the number of classroom hours to 990 per year, will put a strain on the school budget. "We'll have to see if we can better utilize our resources," said Lanoue.

Teachers have remarked on the virtual lack of slumping among fourth quarter seniors; those who are slumping, according to history teacher Sam Kafrissen, "checked out a long time ago."

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Ever environmentally conscious, senior Taryn Elacqua selflessly deposits somebody's Bruegger's cup in the appropriate receptacle on the second annual CRUD.

Yeo denied jury

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In response, Spillane made a series of arguments in an effort to prove that the defendants, all employees and representatives of the government, had denied Yeo his rights. Principal Wilson "held the money strings for all aspects of student publications," Spillane argued, adding that the advisors decided to reject the advertisements and used the student editors as "pawns."

After reviewing the arguments from both sides, Stearns decided that "as far as one can determine from the record, the only significant interaction between school administrators and the student editors came about because of Yeo's prodding (with minimal results).... For state action to exist government must do more than regulate in some abstract sense... government must actually participate in or dictate the challenged decision."

Concluding his written decision in favor of summary judgment, Stearns wrote, "At the end of the day, one wonders whether this litigation was necessary. The fault does not lie with the LEXNET's message, which were it not for the controversy surrounding the School Committee's condom distribution policy, would seem one that most responsible adults (and young people) could endorse. The explanation for the controversy may lie in the tendency of adults to assume the worst about the behavior of teenagers. Here a group of adults concerned with teenage sexual behavior, having lost the main battle, sought to use the public schools as a forum in which to proselytize their views."

"While adults have the right and the responsibility to provide moral instruction to the young," Stearns continued, "the students here chose to resist adult intrusion, however well-intentioned, on their prerogatives. In an ironic way, they exhibited the very traits of personal responsibility and self-reliance that Yeo and his supporters, in another context, were urging that they emulate. Whether they should have decided the ad issue differently is not the point. The decision was theirs to make. Such is the power conferred by the First Amendment, even on the young."

Yeo and his attorneys have the option of appealing Stearns' decision to the First Circuit Court of Appeals. As both the Yearbook and the *Musket* have tightened and clarified their advertisement policies since the beginning of the legal battle, all Yeo is seeking at this point is monetary damages.

Senate plans CRUD, elections

by Sarah Park

Students and rubbish were amazingly close to trash barrels on the second annual CRUD. Normally, students and their trash are found far from any gaping receptacle, but on Clean Rubbish Up Day (CRUD), they were united by the combined efforts of the LHS Student-Faculty Senate and all four Class Councils, the sponsors of the May 1 event.

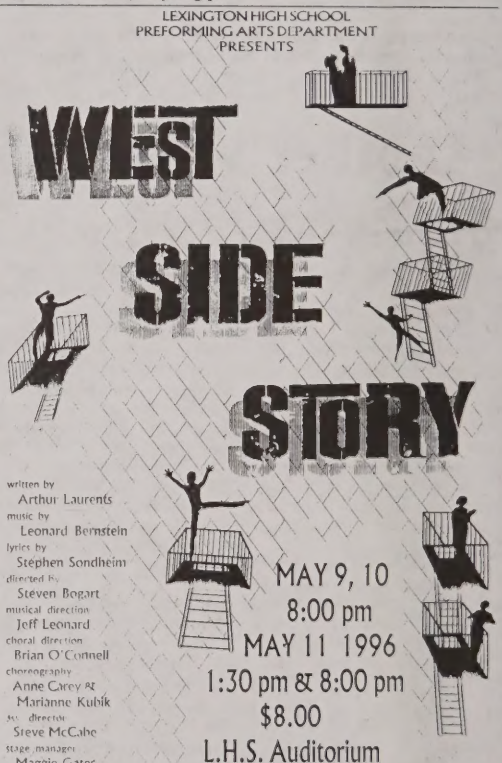
Attempting to thwart littering and to inspire school pride, Senators, Class Council members, and concerned students spent their free time and especially X-block beautifying the school by picking up litter. One CRUD participant said, "It was really disappointing to find so many cigarette butts on school property, but I did find a nickel." Aside from the pecuniary rewards gained from cleaning the school, concerned sophomore Dow-Jane Chi noted, "If we clean up outside, it would be a lot easier to find a nice place to sit outside during lunch."

CRUD (also known as the Campaign to Remove Unsightly Debris) is the brainchild of Senate Assistant Moderator and LHS French teacher Karen Girondel. In the rationale to a Senate bill making CRUD an annual event, Girondel wrote that "an annual CRUD tradition may inspire the student populace to take pride in a neatly kept school and not to litter.... CRUD was a good group building experience, which may lend itself to a better school identity."

CRUD is also part of Lexington High School's first Spirit Week, which took place from April 29 to May 3. Making LHS more beautiful is just one goal of Spirit Week. Senior Class President and Senator Christopher Amar explained the purpose of Spirit Week: "A lot of kids felt that LHS students have considerably less school spirit than do students of other schools. Spirit Week is a way for us to try to unify the school."

The Student-Faculty Senate is also currently preparing for the first school-wide student elections following 1995 passage of the Election Reform Bill. Due to schedule changes and the demise of homeroom, this year's elections will take place from 7:15 a.m. to 3:00 p.m. on Wednesday, May 15, in a location to be announced. Students who wish to vote must do so before or after school, during free blocks or study halls, or during lunch or X-block. No one will be excused from class to vote, but students in study halls are permitted to get passes to leave study hall to vote.

Information packets including campaign paragraphs written by candidates will be available a week prior to elections in cafeterias, the student library, and the Student Activities Center. Students are encouraged to consult the descriptive paragraphs prior to voting in order to make informed decisions. Voters must know their ID numbers when they arrive at the polls.



Aspiring Einsteins collect awards

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were Tom Attanucci, Tom Archibald, Tom Bellini, Tim Calvin, Michael Chen, Anton Denissov, Kelly Kwan, Ami Parekh, Leela Ramnath, and Michal Zilberman.

Of the top ten projects in the region, nine were from LHS. LHS perennials Cynthia Lin and Felicia Kuo placed first and second with their projects "The Effects of Growth Factors and Antioxidants on Glutamate Neurotoxicity; A Two-year Study" and "Study on the Lymphostimulatory Effects of Polylactosamine Sugars on Murine Spleen Cells," respectively.

Megan Lo completed the triumvirate with a third place finish with her project "Evaluation of p53 as a Genetic Apoptosis Inducer." Both Lin and Kuo will advance to the International Science and Engineering Fair, held in Tucson, Arizona, May 4 through 11. Biology teacher and avid Rocky Raccoon fan Margaret Schwartz commented, "I'm gratified to see three talented young women receive awards for their work."

The entire process began at the school fair, held on March 13, where 140 projects were entered. This year's turnout, which pulverized the previous record of 80, was by far the greatest in LHS science fair history. Biology teacher Ed Stuhr said, "The quality of projects is getting better every year. It's nice to see more participants." An awe-struck Jamie McCloskey gushed, "This is my first year in the science fair and I really think everyone should do it." With increased levels of participation and competition, LHS science students have clearly established themselves among the best.

"The quality of projects is getting better every year. It's nice to see more participants."

-Biology teacher Ed Stuhr

News Briefs

LHS GETS SPIRIT

In an effort to foster pride in LHS and to create a new tradition, the four class councils combined efforts with Assistant Principal Art Dulong to launch the first-ever "LHS Spirit Week."

Each day of the week from April 29 to May 3, featured a different unifying activity, organized by committees of class council members. On Monday, "Beach Day," students donned their beach best and felt the gentle sea spray as the seagulls circled overhead. Many were surprised to find the sea spray steadily cumulated into a downpour, but many brave souls sported towel skirts and flip-flops anyway. Luckily, the no-Speedo clause was strictly enforced, despite the underground efforts of rebels Jesse Herman and Chris Amar and their LHS boys swim team entourage.

Next came "Dress Up Day," transforming a bunch of grungy ruffians into neat, clean, well-dressed whipper-snappers, ensuring that no students would be mistaken for CRUD on the coming Wednesday, Clean Rubbish Up Day (CRUD). Together with the Student-Faculty Senate, the class councils and concerned students rallied together to clean up the campus on the second annual CRUD. From apples on "Teacher Appreciation Day" on Thursday to team uniforms on "Blue and Gold Day" on Friday, Spirit Week was a rousing success.

DRAMA CLASS DELIGHTS

For the third quarter, drama teacher Steve Bogart's Drama and Social Issues new class of fresh faces performed short skits reflecting student life. These skits were not just about students' lives in school, but they also touched on issues that pertain to many lives outside of school, such as depression, relationships, and family problems. The characters in the wide array of skits shown ranged from delusional, guilt-ridden girls at parties to students trying to balance their priorities between school, sports, and home life. The fourth quarter performance will be about freshman life. It will be performed for LHS students during the school day, as usual, but a special presentation will also be given on Wednesday evening, May 22, for current eighth graders who will come to the High School next year.

-Amy DiLuna and Monica Roy

Vive foreign exchange! Students go abroad

by Katherine Rose

"Flight 722 leaving for Madrid is now boarding. All passengers please head to the boarding area." These were the words a group of Lexington High School Spanish students heard on February 2 as they embarked on their journey to Spain. Annually, Lexington students travel to France and Spain as part of foreign exchange programs to learn more about the language and culture of these countries.

When the students returned home on February 22, they were happy to see their families again, but they were sad to leave their newfound friends. As they reminisced about their trip, the names Cuenca, Toledo, and Merida came up as some of their favorite places. There were many differences between the American and Spanish cultures. Some students remarked that their exchange students were lucky because they only had to go to school from 9:00 until 2:00. Aside from the hours, some school activities were different also. A lot of guys played sports after school, but no girls did. Many Spanish people thought that sports were only for girls headed to the Olympics.

"I loved it there! Send me back!"

-Sophomore Carolyn Shank

Spanish teacher Beatriz DesLoges, who coordinated and chaperoned the trip, said that family life in Spain is very different from home life in the United States. In Spain, family is the main social unit, and families try very hard to be together at least twice a day, once at 3:00 p.m. for lunch and again at 9:00 for dinner. When asked about differences in the two cultures, DesLoges explained, "They live to enjoy life, we live to work." The Spanish trip was not only fun, but it was educational, too. Many kids felt that constantly speaking Spanish helped their language skills improve. One student said, "I even dreamt in Spanish!"

The French exchange had a similar effect on students. Most said the time in France this April passed too quickly. Guided by French teacher Mary Oussayef, the students visited the famous sites of Paris, including the Eiffel Tower, the Arc de Triomphe, and the Louvre. Many students, however, most enjoyed the not-so-famous places such as Montmartre, a Parisian neighborhood, and Giverny, Monet's garden in the countryside.

Students said that not only the beauties of France but also the French and Americans who became their friends on the trip made the exchange an experience to remember. Caroline Loomis said, "Our bonding began with a game of cards, and from then on we had a great time!" One student commented that the French were blunt, but in a good way: they always told what they knew. Unlike in Spain, girls in France did do sports. Jack Hamilton said, "Family life wasn't without cultural differences, but on the whole it was pretty easy to get along." Carolyn Shank added, "I loved it there! Send me back!"

If you're interested in one of the exchange programs, contact your French or Spanish teacher immediately to see if there is still space on next year's trips.

The smiles on the faces of juniors Lindsay Bonner, Geneve Stewart, and Sarah Schlein barely mask their deep sorrow over the impending departure of the senior class.

Teachers comment on grouping

by Carey Schwaber

Two *Musket* editorials on one subject are apparently too much for the LHS community to take. Steve Pawliczek's article bashing the heterogeneous freshman year English-history duo prompted a scathing retort on the part of Dafna Hochman. The school community was sent reeling; eyes bulged, pulses raced, jaws dropped open for extended time-periods, tempers flared, and friendships ended; teachers were too distraught to teach, and students were too distraught to learn. Well, not quite. Life at LHS may have continued as usual, but some valid points were raised on both sides.

Each editorial was written from the student's perspective. Students, however, are only one component of a class; if a teacher is hostile to one method of teaching, it certainly affects the learning of the class. To inform students of their teachers' views on the matter, the *Musket* interviewed several LHS teachers about their opinions on mixing abilities in the classroom.

Teachers at LHS seem to be quite malleable. Their careers, having spanned eons, have place them in a number of teaching situations, including middle school classes, high school classes, nothing but honors classes, completely ungrouped classes, and a plethora of other permutations. Having successfully (for the most part) endured these experiences, they are (for the most part) open for whatever else they are assigned. They do, however, have their preferences.

Among the most vocal and opinionated of these teachers is English instructor Kevin Murray. All of Murray's students are subjected to a minimum of three lectures a year on the topic of grouping and are consequently well-versed on his views. For those who have been spared the experience, Murray believes that heterogeneous classes are the way to go. He strives to ensure that all students in all of his classes--homogeneous and heterogeneous--are learning. When a student once told him that she had learned as much in his freshman class as she was learning in his (homogeneous) junior class, he deemed her statement one of the highest compliments of his life. Indeed, he does teach most of his classes in the same style, and in each type of grouping, the student who wishes to learn has that opportunity.

Murray's colleague Dr. Richard Shohet maintains a similar position, but, when interviewed, he elaborated on justifications for his stand. The advantages of heterogeneous grouping, according to Shohet, stem from the variety it offers. He has noticed that it affords students an opportunity to observe different levels and styles of learning and fosters the "socioeconomic values of tolerance and acceptance of other ways of learning and other competencies."

Shohet readily moved on to the numerous arguments against homogeneous grouping. He asserted that grouping "flies in the face of the psychology of learning." Shohet believes in teaching the individual and backed up his claim by gossiping about individual students as they trickled into his class. He added that dealing with heterogeneous classes challenges him to become a better teacher. As for those teachers who do not or can not effectively teach heterogeneous classes, Shohet believes that they should be relegated to "university positions."

Richard P. Kollen moved to the high school in 1992. Previously he taught American history at William Diamond Middle School. Currently he teaches American and world history courses. When asked about his position on grouping, his initial response was, "Oh, jeez." This was accompanied by a deep sigh and a glance into an undisclosed area of outer space. When Kollen regained his composure, he committed himself to saying, "I like the way it is. It's a good program for ninth grade, a good transition year."

No longer the sixties radical he once was, Kollen now adopts a conservative attitude toward change. He believes that change of this nature starts small, grows from success, and gradually gains momentum. He noted that Global Studies is open for those students who wish to continue with heterogeneous dual-subject learning. As another alternative, students in the senior elective Vietnam and Women's History seminars can declare their levels as they wish and are graded accordingly. Kollen postulated that these programs might be the seed from which a totally heterogeneous system could grow.

Both Kollen, mathematics teacher Kevin Kelly, and social studies teacher Deborah Johnston noted that, in Kollen's words, "homogeneous groups are very heterogeneous," thanks to the school's generous course-level override policy. Kollen is willing to accept into an honors class, "with open arms," any student "willing to do the work." Kelly and Johnston take similar positions, although both are known to make the course load demanding in an effort to homogenize the class. Johnston looks to make her heterogeneous classes more interdisciplinary and wishes that the science department would join in heterogeneous English-history team teaching.

As the primary individuals responsible for the manner in which a class runs, teachers clearly have distinct views on heterogeneity in the classroom.

Social studies teacher Richard Kollen is among the many LHS faculty with strong--yet often equivocated--opinions on heterogeneous classes.

SENATE ATTENDANCE 1995-1996

According to informed elections procedures instituted by the Lexington High School Student-Faculty Senate, each year the *Musket* publishes Senate attendance records prior to the May elections. It is the responsibility of all Senators to attend all X-block meetings and to inform the Secretary when they can not attend due to illness or other unavoidable circumstances. The number following each of the names below indicates each Senator's TOTAL number of absences for the 1995-1996 session. The parenthetical notes indicate how many of those absences were excused by the Secretary.

Class of 1999: Jonathan Amar, 2 (1 excused); Abbe Barg, 3 (3 excused); Stephanie Coueignoux, 1; Jason Hirschhorn, 0; Ami Karkar, 0; Heidi Manschreck, 0; Chris Nasson, 3.

Class of 1998: Tim Attanucci, 0; Andy Bechtel, 2 (1 excused); Caroline Kim, 5 (2 excused); David Lee, 0; Rena Miller-Jacobs, 4 (4 excused); Sarah Park, 2 (1 excused); Chris Van Nostrand, 2 (1 excused).

Class of 1997: Jack Hamilton, 5 (2 excused); Jesse Herman, 3; Margeaux Herman, 3 (1 excused); Jake Kissel, 3 (1 excused); Bob MacLean, 7; Steve McCabe, 8; Alissa Roeder, 2 (1 excused).

Class of 1996: Christopher Amar, 2 (2 excused); David Eisner, 4; Susie Kwon, 3; Cynthia Lin, 0; Monica Martinez-Tamayo, 0; Margot Minardi, 1 (1 excused); David Myung, 1 (1 excused); Alex Novak, 0.

Faculty: Steve Bogart/Laura Lasa, 5; Wendy Cordero, 5 (5 excused); Peg Dyro, 5 (2 excused); Michael Fiveash, 0; Karen Girondel, 1 (1 excused); Sam Kafrissen, 1 (1 excused); Jerusha Kinraide, 1 (1 excused); Sal Lopes, 9 (9 excused); Susan Rubini, 1 (1 excused); Chuck Swartz, 5.

-Compiled by Monica Martinez-Tamayo

School should not go to waste

Educating a population is an undisputably burdensome undertaking. The costs are tremendous and the results are far from immediate. However, the enduring effects are profound. An educated society is not only better equipped to improve its economic situation but also to govern itself. In other words, education is the foundation of both our economy and our democracy.

In this current era of fiscal restraint, education spending is a natural target for censure. In 1994, these expenditures accounted for almost 49 percent of the town budget. Furthermore, education spending increased from $33.6 million in 1994 to $37.9 million in 1995. Taken alone, such figures are not only sobering but also somewhat disturbing. Indeed, critics charge that education spending has become excessive, paying for extravagant luxuries which the town can ill afford.

However, this rapid growth in expenditures does not seem as drastic considering school enrollment statistics. In 1994, there were 5,075 students attending the Lexington Public Schools. Next fall, the school system will have to provide for an estimated 5,536 students. It costs over $6,000 a year to educate each student. For every 100 additional students, one can expect an approximately $600,000 increase in expenditures. Thus, such dramatic enrollment increases necessitate concurrent spending growth, even if that outpaces the rate of inflation.

Furthermore, if there ever were any luxuries in the Lexington Public Schools, they have long since evaporated. Undoubtedly, this school system does a fine job of educating students, sending dozens to top colleges every year. However, this feat is accomplished more through the hard work of students and faculty than through the wasteful expenditure of tax revenues. The reality is that the curriculum at Lexington High School has already been whittled down to the most fundamental core subjects. Critics of education spending may have a point in noting that cutting the ski team is hardly the end of the world. What about English class?

If anything, education spending should be increased. Town residents who complain that increased educational expenditures will overburden elderly residents on fixed incomes conveniently ignore the fact that someone else once paid for the children of these senior citizens to attend school. Our society should put educating its youth ahead of mundane material concerns. What greater legacy could anyone leave?

-Chris Amar and Steve Pawliczek

Don't keep LHS homeroomless

With the new schedule in place this year, homeroom no longer exists. However, homeroom served a number of valuable functions which justify its revival next year. One of the main benefits to homeroom was information dissemination. Most clubs distribute information about meetings and activities through homeroom. Without homeroom, students no longer get this information twice a week. Instead, they have the burden of going to check to see if there is any mail for them in their student folders. The problem with this system is that many students forget to check their folders. Even if they do check it, the folder is often cluttered with other people's stuff left over from previous weeks. When taking out a pile of your own stuff, it is not difficult to inadvertently pick up someone else's notice.

Another practical advantage of homeroom is that counselors can make general announcements to the homeroom much more easily. Additionally, guidance counselors can talk directly to the students, especially if there is something urgent, instead of futilely hoping the students will happen to check their folders that day. Also, it is a lot easier to get report cards and programs of studies when they are distributed in homeroom. This avoids having to unfairly cut fifteen minutes off a class so that students can get these materials.

There are still other advantages to homeroom. While waiting for the announcements to start in homeroom, people have the opportunity to chat with friends who they otherwise would not see in the week. Also, it is a good ten-minute break in a hectic day where students can catch their breath, before rushing off to the next class.

Some people have criticisms of the old homeroom system, but none of them are major ones. Perhaps some changes should be made. However, the fact remains that having an organized way to get notices twice a week makes the school run more efficiently.

-Kenny Shei

Stop complaining! Selections for NHS are fair as can be

Each year, the National Honor Society accepts applications from a wide range of students above a certain GPA. Each year, NHS accepts a percentage of those applicants who exemplify the ideals of the National Honor Society. Finally, each year, someone writes to the *Musket* regarding the NHS admissions process, generally complaining that the process is unfair and elitist. Hopefully, this year will be an exception.

True, NHS may not always admit the most deserving students. However, NHS is like any other selective organization, be it a choral group or a college: it tries to recruit the best students possible through the best methods known at the time. NHS has a complex admissions process, including a minimum GPA requirement, an application concerning scholastic, extracurricular, and community activities, and a faculty vote. Yet even through all these things, the choices still can't be perfect. When the members of the NHS selection committee choose, much like college admissions officers, they are making educated guesses about who is most deserving based on limited information.

Is this elitist? Yes, of course. The NHS organizers want the members of their group to be active students who are going to actively pursue service projects and assignments such as tutoring or coordinating the annual blood drive.

Is this elitist? Yes, of course. The NHS organizers want the members of their group to be active students who are going to actively pursue service projects and assignments such as tutoring or coordinating the annual blood drive.

The point is that life is not fair. You may get accepted to NHS. If so, be happy. But you may not be accepted. If so, take it with some pride and dignity. You have every right to be disappointed, even upset, but get over it. Don't write to the newspaper whimpering about fairness or elitism. Rejection happens millions of times a day in all sorts of ways to all people, so you had better get used to it. Not being accepted into NHS is not a personal rejection. It is not the end of the world. It doesn't mean you won't get into college. In fact, college admissions are much more random than NHS admissions! Both should be treated with the same philosophy: try your best, be happy for a yes, but be prepared for a no.

After all, the whole point of being a member of the National Honor Society is to provide service to others, not to be an elitist and not to write it on a college resume. Students too often become wrapped up in the competition of college admissions. They too often forget the purpose of the activities they participate in and lose their character to the Mr./Ms. I-want-to-look-like-the-perfect-student-so-that-I-can-go-to-your-university prototype. There are plenty of service projects, including Habitat for Humanity programs, nursing home visitations, charity walks, hospital volunteer jobs, babysitting opportunities, etc., available for participation outside of NHS for those students who were unfairly rejected and truly want to give their time and service in order to better their community.

For those of you who were rejected but don't fit into this category, perhaps you should reconsider why you applied in the first place.

-Rochelle Mackey

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Thank you to David Kong.

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Letters to the Editor

HOCHMAN HAS HETEROGENEITY ALL MIXED UP

Like Dafna Hochman [February 1996], I have "fond memories of my homeroom and my freshman year English and History classes." This is not, however, because they were challenging academically and culturally; it's because I was a freshman and things were easy. It's possible that my heterogeneous classes opened my mind more than I think, but it seems to me that they simply gave me one more year of sluggish contentment. This isn't about the arrogance of an "'elite' royalty"; no one was pushed as hard as they should have been.

Let's put aside for now the question of whether high school is purely for academic education or can be used for learning social skills as well. It still remains to ask: does heterogeneous grouping actually teach social skills? In this vein, Steve Pawliczek [January 1996; March/April 1996] raised the point that the "group work" done in most heterogeneous classes has little to do with anything in the "real world" of gainful employment. This was brushed aside in Hochman's assertion that Pawliczek obviously never had a job in his life, but I believe it deserves elaboration. Are poster projects really the best educational method available to us?

Hochman points out that those of us in the "exclusive bubble of honors classes" might have a "rude awakening" when we find that the skills we were taught in class do not help us in a job situation. Well, this might be true, but it's irrelevant. How exactly would more unleveled classes teach us useful job skills when leveled classes don't? It's important to remember that most real job situations are not terribly heterogeneous. My parents' co-workers have the exact same degrees from the exact same universities that my parents do. The janitors don't advise the CEOs about merger options, and the CEOs are just about useless to the janitors when the building has to be heated.

Aside from this point about job skills, I question whether heterogeneous classes give any cultural benefit. It's true, as Hochman points out, that in freshman year English and history and homeroom we were given "an opportunity to meet a diversity of [our] classmates." However, how many of us used that opportunity? All the students I became friends with in my freshman classes are still in my classes and have become part of the honors crowd. It could be that I'm a snob, or it could be that I simply get along better with a certain kind of person; either way, it happened. Since Hochman has taken the argument down to a more personal level, let me state for the record that back then my grades weren't good enough for me to be snobbish about anything; and in any case I don't think Hochman knows every opponent of heterogeneity well enough to imply that we are all being elitist.

The benefits of heterogeneous grouping are clearly questionable. Pawliczek was quite right that we should be cautious before we expand heterogeneity. There are no clear non-academic benefits to unleveled classes. There are academic reasons for some subjects to be unleveled, just as there are academic reasons for the leveling of certain other subjects, and as far as that goes the system seems to be working just about right. It's great, for example, that the Jazz Improvisation courses are unleveled, whereas it would be a disaster to create a senior-year unleveled math class. Why change anything? If there are problems with social adjustment in the high school, we should probably look first at the kindergarten curriculum, where social skills still can be taught.

-Karsten Schoellner
Class of 1996

SUBVERTING THE SUBVERSIVES: WHAT THE *MUSKET* LIST LEFT OUT

The *Musket* had the right idea when it compiled a list of subversives for all to see [April 1, 1996]. It has been long enough since someone stood up to the subversives of the school. It's been almost a year since Matt Kishlansky's editorial about the subversive activities of the "smoking corner degenerates."

Unfortunately, some innocent people were blacklisted in the last issue of the *Musket*, making it hard to tell who is truly dangerous. For example, *Musket* sources reported that the pingpong team is going to represent the United States against evil communist China, yet the same *Musket* accused them of being subversives. This doesn't make any sense. No doubt, these false accusations of the *Musket* have ruined the lives of many: Dr. Shohet's cows may never recover. Even more alarming, though, is the fact that there were glaring omissions from the list.

For example: Andrew Merseth and David Myung. What were they thinking? If they aren't subversives, then who are? Thankfully, the *Musket* did print the names of several dangerous characters. However, it failed to distinguish between the benign, like David Kong's haircut, and the truly subversive, like Chris Amar. Incidentally, President Amar was recently seen with several copies of the *Revolutionary Worker*.

The biggest threat, though, comes from those who we think have already been neutralized. Although we breathed a collective sigh of relief after Offer J. Egozy, a confirmed communist, was exiled to New Haven, we should not let down our guard. Sir Egozy has brought Yale University to its knees by masterminding a strike involving Local Units 34 and 35 of the union. God knows what havoc he could cause when he turns his attention to LHS.

The *Musket* has also succumbed to commercialism. Although the *Musket* has refused to print tasteful public service messages, it recently printed an advertisement asking us to "taste the differential" by trying out Mr. Rahman Noodles. Coincidentally, *Musket* Business Manager Kiran Raj has recently seen an increase in his cash flow.

And why is the student newspaper still called the *Musket*? Oddly enough, it turns out the paper was named *Musket* in a newspaper-naming contest in the late sixties, as a joke, a spoof on the "we love our two-hundred-year-old revolution" spirit o' Lexington. The guy who named it has since decided that the title is violent and militaristic. Changing the name of the school newspaper to something non-partisan like the *Lexington High School Proletariat Manifesto* would be much more appropriate. However, Editor-in-Chief Minardi is against the change, saying that the calligraphy [of the *Musket*] is "nice." Mr. Rahman would be proud.

In protest, burn the *Musket*, or burn anything else you can find. Take it from me, your friendly neighborhood chemistry teacher has enough matches to go around. A certain Southern-drawling subversive in S-27 has plenty of explosives left over from her spy days. Don't let your student newspaper get away with slanderous blacklisting and a militaristic masthead.

Margot does make a good point though, saying, "Nothing beats walking through the metal detectors on the way to go to court for *Yeo v. Lexington* and announcing to the guard 'I've got half a dozen Muskets in my backpack.'" Try that some time.

-Ken Shei
Class of 1996

GPAs should go on a diet

Rivaled only by the prom season mating game/scavenger hung, course selection is one of the most emotionally turbulent events of the school year. In only a short period of time, students are forced to assess past experiences, evaluate present options, and establish future goals in hopes of formulating the ideal academic plan for an entire year. When compounded with intruding visions of endless rows of lettered ovals and beckoning luscious green fields outside, the identity crises, peer pressure, lectures from parents, and reflection by teachers that students must endure during this traumatic period are overwhelming. One is forced not only to discover the very meaning of one's existence but also to manage to fit it all onto one lousy sheet of paper. Many mixed motives play into the course selection process, some of which, unfortunately, undermine the educational atmosphere of Lexington High School. The most corrupting and pointless of the factors that influence our decisions is the weighted grade point average.

A seemingly innocuous figure at the bottom of one's report card, the weighted grade point average is antithetical to an ideal learning environment. The existence of the weighted GPA fosters unnecessary, counterproductive competition and hostility among peers, as students often compare their GPAs down to the tenth of a point: a difference so miniscule it may be attributed to taking Aviation Science instead of Accounting II, a level 1 course, for a quarter.

Because schedules are sometimes designed to maximize weighted GPAs, students wind up taking courses in which they have little interest. Education is only valuable when the material transcends a student's grudgingly dutiful, automatic attitude and endures even after the test. This can only occur if a student is sincerely interested and motivated to learn the subject.

> Students shouldn't be bribed to take higher-level classes; the motivation must come internally.

Although foolish bickering about GPAs only occupies a very small population at LHS, the existence of the weighted GPA hurts all students. Like class ranking, weighting GPAs is counterproductive in a school with students of such high academic caliber. LHS has been sensible enough to abolish the former; why not abolish the latter? College admissions officers may unconsciously measure our GPAs on a 5.0 scale, a practice which puts LHS students at a disadvantage because a weighted GPA of 5.0 is much harder to achieve than an unweighted 4.0, especially when many unleveled courses such as gym and freshman English are mandatory.

Furthermore, the weighted GPA perpetuates the inconsistencies of the course leveling system. A course's level designation doesn't always correlate with its difficulty: some level 1 courses, including German, Latin, British Literature, and Introduction to Debate, are as least as rigorous as courses endowed with the honors label, while some honors courses aren't much harder than their level 1 counterparts.

On the other hand, due to the inordinate number of students who select honors courses that they can not handle, the gap between level 1 and honors can be so large that many students are forced to take classes that are either too hard or too easy. The shortcomings of the LHS leveling system are exacerbated among senior course offerings. Honors Analytical Physics is much more difficult than its nemesis, Honors Physics. Likewise, Honors BC Calculus covers twice the material that Honors BC Calculus does. Why such a discrepancy? The fact that for each subject, the ratio of students taking the easier honors course to those taking the harder one is so large is telling evidence of the corrupted motives of our student body: many people only choose the honors level to boost their GPA, not to challenge themselves intellectually.

The case in favor of the weighted GPA is embarrassingly weak. One may argue that the weighted GPA rewards us for taking honors courses. However, students shouldn't be bribed to take higher-level courses; the motivation must come internally. Those that choose an honors course only to get that extra 1.0 do not belong in that class. Besides, colleges already take into account the level of a course when evaluating transcripts.

One may contend that the weighted GPA is necessary for selecting members to the National Honor Society. However, its abolition will not only ensure that the NHS criteria of scholarship is better met as students will be more concerned about learning than about grades, but will also make the NHS selection process all the more fair. Other potential benefits of a weighted GPA include enabling us to determine sports eligibility and enhancing our self-esteem. However, a student who can't maintain a 2.0 really shouldn't be considering taking an honors course to raise his weighted GPA, and ego isn't a valid justification for anything. Paying us to take honors courses or giving everyone automatic A's also enhances our self-esteem, yet neither of these practices is acceptable.

-Cynthia Lin

Lisa Rycroft tactfully attempts to persuade Monica Kung to share the remainder of her fluffernutter sandwich.

Taste of Asia delights tongues, eyes, ears

by Dan Shiau

After months of diligent and careful planning, the Asian Club grandly presented its annual Asian Dinner in a dazzling spectacle on Friday, April 26. Burlington High School held a similar event with impressive results earlier in the month, so the LHS Asian Club was under pressure to meet the challenge.

Anyone passing through J-cafeteria witnessed the transformation from a bland, hackneyed cafeteria to a passport into Asian culture. The Asian Dinner promised to be one to remember as the usual program of events was enhanced with special lighting. The night began with an array of Asian foods from local restaurants and the kitchens of talented Asian Club members. The cuisine was a feast of popular dishes that originated from Japan, China, Taiwan, Korea, and India.

The entertainment program, organized by Asian Club President Tiffany Chang and Treasurer Alan Wu, was arguably the best and most well-coordinated program ever assembled for an Asian Dinner. In the area of music, the Asian Dinner featured performances by madrigal choir, chorus, and orchestra members. There was also a skit, a cooking demonstration, a slide show, and traditional Indian dancing. One could even challenge Alan Wu to a game of Chinese Chess or various other Asian games. And, of course, for the extroverted and musically talented present, there was Karaoke.

As with any Asian Dinner, there is tradition; this year was no exception. One popular tradition includes the low-budget, slapstick comedy of the Asian Club puppet show. This year's performance, a follow up to last year's story, had some technical difficulties at first but still managed to keep the audience laughing. The story line was taken from a Chinese epic folktale which chronicled the obstacles encountered by a Chinese monk in his search for Buddhist scrolls. Whereas last year's puppet show team created an original plot with the same characters, this year's puppet show was an actual chapter in the folktale, slightly modernized, of course. Junior David Schwartz, who provided the voices for the pig as well as the monk, boasted afterwards that the performance "outdid any of the previous years' puppet shows."

The traditional fashion show, featuring LHS student models--including David Ly--was also presented. The show took the audience on a journey through history as well as geography, as the costumes presented displayed lavish garments from ancient China, to India, to modern-day Asia. The skillful lighting, along with the upbeat music and choreography provided by Chang, turned the usually ordinary and plain fashion show into a captivating exhibition. The evening ended with a raffle, in which lucky audience members won a variety of Asian knick-knacks, from therapeutic ball bearings to Asian Club T-shirts and Chinese paper cuttings.

Stressed and exhausted afterwards, the Asian club executives, along with members and all others who were involved, agreed that the night went well, despite the inevitable trips and follies, courtesy of Murphy's Law. All those in attendance seemed to agree as they walked away from the Asian Dinner with their stomachs full and their minds just a little more informed and aware of Asian culture.

"Mmm... fluffernutter." Lawrence Randolph dreams about lunch.

LHS math students chase record with big blue icosahedron

by Rochelle Mackey

If you heard students walking between the music area and J-house over the past few weeks, you were sure to hear one question: "What is that blue thing?" Of course, the students were referring to the large, blue geometric figure in the middle of the senior quad. Contrary to popular rumors, it is not the space ship of homework eating aliens. The giant shape is an icosahedron, built by several students in Kevin Kelly's Modern Geometry class.

The icosahedron is a twenty-faced polyhedron made of equilateral, triangular pieces of tarp, ten foot poles of vinyl tubing, and plastic cording. Eight Modern Geometry students (alphabetically: Chris Beltz, Rafael Bras, Matt Fahnestock, Steve Hayden, Matt Hill, Erik Larson, Josh Magri, Jason Rosenfeld, and Jesse Ruggiero) built the icosahedron, which reaches approximately fifteen feet into the air, for the required group project for their class. In fact, theirs was not the only icosahedron built; four other students in Modern Geometry (Ben Barrington, Jessica Kaplan, Louisa Liberman and Caitlin Rollins), already finished building their own cardboard icosahedron in J-Caf. The idea of building the enormous blue structure came from the competitive desire of the students to beat Minnesota students boasting a six-foot-tall icosahedron.

The builders faced many problems in their development of the blue icosahedron, including the search for appropriate materials for faces and vertices and the shape's lack of structural rigidity, in addition to unexpected April snowstorms! However, the young mathematicians appear to have solved most of these problems and plan to raise the structure once again in the senior quad sometime in the near future. Finally, when they perfect the icosahedron, they will attempt to enter it into the Guinness Book of World Records, as the largest icosahedron to ever be constructed!

Modern Geometry is a new, alternative geometry course at LHS. In fact, this is the first year that LHS has offered the course. Modern Geometry is an exploratory course, a project-based way of learning geometry. The blue icosahedron, according to Kelly, is "the most obvious example of how two [modern geometry] courses are fundamentally dedicated to getting students actively involved in exploring geometry." Kelly feels that, through the group projects, "Kids learn more than geometry. They also learn the structural challenges and the dynamics of group work." LHS will continue to offer the Modern Geometry course next year, thanks to substantial grants for books and materials for the course given by the Lexington Education Foundation.

The giant icosahedron project can be best summed up in the words of Steve Hayden, who said, "It's been frustrating. It's been a challenge. But it's definitely something I would do again. Mr. Kelly had us do a paper along with it so I think it really helped us to learn. Overall, it's been a fun experience."

The topics are past, but victory is present

by Felicia Kuo

Lexington High School students won high honors at Massachusetts State History Day on March 30, in Dudley, for the second year in a row. There were about 50 schools in this year's competition, which was constructed around the theme "Taking a Stand."

By taking first and second place at the state competition, four LHS students qualified for the national competition, to take place at the University of Maryland between June 9 and 11. Those who will advance to the nationals are first place finishers Carissa Carter with her historical paper, *Stanton and Anthony, Steinem and Friedan: Taking a Stand a Century Apart*, and Felicia Kuo for her media presentation, *Taking a Stand: Harry Wu and Human Rights in China*.

Earning second place honors were David Schwartz for his paper entitled *Dams on the Colorado: A Conservationist Coup d'Etat* and Naomi Goodman with her individual performance, *Margalit Landau: The Story of a Resistance Fighter*. Also competing at the state contest were Keegan Uhl, Alison Kraley, Sarah Day, Hanwei Hsieh, Hester Young, and Jennie Choi, who had advanced from the regional fair held earlier in Belmont.

"The last two years have been amazing because we swept the prizes at the regional, much to the chagrin of Belmont, who used to win all the honors," said a proud Sam Kafrissen. Mary Keenan, one of Kafrissen's colleagues in the LHS social studies department, enthusiastically commented, "This is an excellent example of students doing history instead of just reading about it!" Kuo, a junior who will be attending her second National History Day competition, agrees, noting that "through developing my project for History Day, I went beyond the requirements and conducted numerous interviews. Consequently I have learned far more than I could have ever gotten out of textbooks."

This year was only the second that Lexington has conducted its own history fair. Kafrissen said, "It is important for us to have a fair so that the historical papers could be streamlined to the theme. Having a fair also induces the students to take on other types of projects." The school's history fair has developed into a department project with all the teachers involved to get the kids prepared and excited about history. Hopefully, it will become another LHS tradition.

Freshman, Sophomores, Juniors:
WEDNESDAY, MAY 15
is ELECTION DAY.

Elections for all three classes will take place in the gym. Polls are open from 7:15 a.m. until 3:00 p.m. Don't forget your ID number. Remember, Dave Myung says, "We need able leaders," so don't forget to vote.

Baseball making the plays, hope to make tourney

by J.R. Rudman

All together now: "Take me out to the ball game..." The LHS baseball team has gotten off to a fine start in their first seven games this season. The team has compiled a record of 4-3, and is looking to make a return to the MIAA tournament as they did last year. Leading the way for this year's squad is the senior tri-captain combination of center fielder Adam Fisher, third baseman Matt Kishlansky, and pitcher/shortstop Scott Perry.

In a recent victory over Concord-Carlisle, the seniors showed how vital the are to the success of this team. Going into the seventh and final inning, the Minutemen were facing a 4-3 deficit. The first two batters grounded out and struck out respectively, and it looked as though Perry's excellent pitching would go to waste. However, the seniors, along with some help from a freshman, would turn the momentum around quickly.

"This was the best win since I've been coaching Lexington baseball."

-Coach Tom O'Grady, on the win over Concord-Carlisle

Freshman designated hitter Tom Bellini smashed a grounder that went through the shortstop's legs for an error. Perry then stroked a single, and Fisher followed with another single. The stage was set for a heroic effort, and Kishlansky became the hero of the day, stroking a single on the first pitch that he saw and driving in two runs. Perry shut down C.C. in the bottom of the inning and was helped by a Willie Mays-like catch by Fisher for the game's final out.

"This was the best win since I've been coaching Lexington baseball," said an elated coach Tom O'Grady afterward, "[Perry] pitched great and our seniors really came up big." The Minutemen's celebration was tainted, however, with the knowledge that they would be traveling to Stoneham the following day to face a Spartan team who had not lost to the Minutemen during O'Grady's time as coach, a team that throttled the Minuteman 16-2 the last time they squared off.

The Minutemen knew that in order to be victorious, they would have to generate some offense against the Spartans' top pitcher, Darren Svendsen, a player who had not lost in his varsity career. Fortunately for the Minutemen (and unfortunately for Svendsen) their offense was firing on all cylinders. It quickly became apparent that this was going to be a good day for the Minutemen when Bellini lined the first pitch he saw for a single. Perry then knocked him home with the Minutemen's first home run of the year.

It was more of the same in the middle three innings for the Minutemen. Bellini (2-4) blasted a triple in the third inning that would have gone over the fence had it not ricocheted off a pole in the outfield and Fisher (1-3) knocked him in on a sacrifice fly. The Minutemen erupted for three more runs in the fifth inning on RBI's by Kishlansky (3-4, two doubles) Ben Bines (1-3) and Mike Sperandio (2-4) and proceeded to go up 7-1 on the beleaguered Spartans. The Spartans, however, countered with a four run inning of their own, making it a two-run game.

In the final inning, Minutemen starter Bobby Nasson, who had pitched superbly, was taken out in favor of Perry, a questionable move on the part of O'Grady as Perry had pitched a full seven innings only the day before. "It was not a hard decision to make," said O'Grady later, "Scott said he wanted the ball, and in that situation he was the guy I wanted on the mound." Perry did indeed come through for the Minutemen, striking out two Spartans and picking the tying run off third base to end the game with the Minutemen the victors, 7-6.

As spring creeps into Lexington, that quintessentially vernal activity, baseball, brings athletes and fans to the playing fields.

Although the boys' track team has had its ups and downs this year, they are never without the competitive spirit of athletes like senior John Paul Mahoney.

Boys' track team hardly winded after early meets

by Jeff Needham

The Lexington boys' outdoor track team fared well in its first three meets against Middlesex League foes Winchester, Watertown, and Woburn, compiling a 2-1 record.

The team opened its season with a resounding 91.5-37.5 win over Winchester. Leading the way for Lexington were senior co-captains Dave Lee and Andrew Richards. Lee placed second in the shot put and first in the discus, in which he set a personal record. Richards placed first in the 400 and also played an important role in the 4x400 relay. The rest of the team rallied around the superb performances of the captains and dominated the competition.

The team picked up its second win last Tuesday against Watertown. Once again led by the captains, the rest of the team followed suit and embarrassed the Red Raiders. Many athletes performed well, including senior John Paul Mahoney, who won the two mile race. Seniors Brian McGaughran and Ash Weaver displayed their talent in the 300 meter hurdles as they took first and third places, respectively. Senior Jeff Needham placed third in the discus, with first place going to Lee. The underclassmen contributed to the effort as well. Junior Aaron Adler took first in the mile, while junior Todd Rosenfield added many key points.

Suffering their first loss of the season, the Minutemen lost a heartbreaker to Woburn, 72-64. The meet was a closely fought battle the entire way, with one team never leading by a wider margin than eight points. Lexington started well, with McGaughran and Weaver taking first and third in the 300 hurdles. Mahoney then picked up third place in the mile. The Minutemen won the 4x100 relay to take a one-point lead.

In the long jump Rosenfield and junior Dow-Ben Chi took second and third, respectively. With the outcome still up in the air, Lexington pulled through in the shot put, with Lee taking first and senior Peter Marino placing second. Junior Tim Calvin placed third in the high jump and Richards placed third in the javelin. The Minutemen picked up some valuable points in the triple jump, with Calvin placing second and sophomore Steve Kerr placing third.

When the running events resumed, Lexington was trailing. Weaver picked up a third place in the 110 meter high hurdles, and Calvin placed third in the 800 meter run. The sprints proved to be the help that Lexington needed, as Rosenfield and junior Seth Robertson placed first and third, respectively, in the 100 meter sprint. McGaughran and Chi placed first and second in the 200 meter sprint. Still needing points, the team called on Richards and sophomore Josh Muller in the 400 meter run, and the two responded. Richards placed first with Muller in a close second. Adler added another point when he placed third in the two mile.

In order for the Minutemen to win, they needed to sweep the discus and win the 4x400 meter relay. The discus throwers did sweep their event as Lee, Needham, and Marino placed first, second, and third respectively. The pressure shifted to the relay team, who were able to hold off their Woburn counterpart for an apparent Lexington victory. However, because of a violation during the relay Lexington's team was disqualified, and Lexington lost the relay and thus the meet.

Deep roster helps softball to promising beginning

by Kara McManus

After coming off an incredible run in the Division 1 North Tournament Finals last year, the Lexington High School Girls' softball team is looking for a chance to repeat. Many said that last year's seniors were an irreplaceable loss after they fell to perennial powerhouse and eventual state champions Bishop Fenwick in the Divison 1 North Finals.

This year's young squad was quick to quiet all of the skeptics with an opening mark of 4-1. The gaps in the team leadership roles left by last year's seniors have been handed over to senior captain Stefanie Berman and junior captains Jackie Yerardi and Lindsay Bonner. Seniors Christine Hunt, Andrea Robbat, an d Sharmin Syed have also stepped up into the roles of team leaders.

Coach Karen Boudreau hopes to see team veterans Brooke Coffman, Sarah Dailey, Andrea Pawliczek, Lauren Stevens, and Carolyn Wengler produce a great deal this year. Newcomers Amy Seaquist, Karina Hausafus, and Kara McManus should also see some solid playing time this season as well.

The Minutemaids played their long-awaited season opener against Wakefield. After weeks of rain and canceled games, the Minutemaids were fast to display their sharpened skills. Junior pitcher Bonner opened the game on the mound, while Yerardi took care of matters behind the plate. Sophomore Dailey rattled the Wakefield pitcher, 3-4. Coffman and Wengler provided some timely hits as well.

The next day was the Minutemaids' first home game, against Watertown. Sophomore McManus took the mound, and classmate Pawliczek was behind the plate. Juniors Seaquist and Hausafus, as well as Robbat and Syed, gave Lexington the advantage they needed to win.

The last game of the weekend was even better. Winchester had an experienced senior pitcher, Bonnie Benson, on their side, but her pitches proved to be no match for Lexington hitting. Lauren Stevens and Berman both contributed to Lexington's 5-2 win, as did Bonner's heads-up base running. This year's team is looking for a repeat of 1995, and judging from early season results, their hopes are certainly not overly optimistic.

With the speed and talent of runners like Grace Licorish, the girls' outdoor track team has sprinted out to a 5-1 start.

Girls' tracksters trample Woburn despite late start

by Amy Porter

Despite a delayed season opening, the girls' outdoor track team was more than ready for its first meet. The team took advantage of an extra week and a half of practice and overwhelmed its first competitor, Winchester, by a score of 89 to 47. Battling cold weather and brisk winds, the girls dominated the meet, taking 13 out of a possible 16 first places.

In the 300 hurdles, junior Betsy O'Neill took second place with a time of 54.5 seconds followed by senior Eling Chang who took third place, completing the race in 58.3 seconds. Senior Amy Porter took second place in the mile, finishing with a time of 5:52.

In the 100 hurdles, senior Michele Guinane blasted to a first place finish in 17.4 seconds, while O'Neill took third in 20.9. Sophomore Grace Licorish flew to a first place in the 100 dash with a time of 13.2 seconds, as freshman Ebony Jack earned third place in a time of 14.3 seconds.

In an exciting race, sophomore Leslie King won the 800 in 2:38.2 and junior Chi-An Wang came in third with a time of 2:41. In the 200, junior Hillary Donnellan, who contributed a total of 15 points to the team score, ran to a first place in 27.9 seconds, while sophomore Caitlin Wolfe followed in 28.9 to grab third place. Licorish cruised to another first place in the 400 with a time of 65 seconds and sophomore Kate Waller came in third in 68.

In the two mile, junior Kristen Johansson not only came in first, but also qualified for the state meet with a time of 12:18. Setting a state record and also qualifying for states, senior Kristen Silva ran to a second place finish with a time of 12:40. The 4x100 and 4x400 relay teams each finished first with times of 54.6 seconds and 4:32.6, respectively.

The impressive performances in the field events helped to further carry the team toward victory. Licorish, earning her third first place of the day, won the long jump with a jump of 15'2". Waller jumped 13'5" to take third. Donnellan gained a first place in the triple jump, jumping 33'5" and also won the shot put with a toss of 30'10". Junior Kyoko Yamamoto earned third place with a throw of 27'9".

In the javelin, senior Kim Bacon won with a throw of 69'2", followed by senior Petra Slezak who threw 62'9" for second place. Slezak also won the discus with a throw of 71'9". Sophomores Tovah Day and Wolfe earned second and third in the high jump, both jumping 4'6".

The team kept busy over the weekend by participating in the "Walk For Jack." Led and organized by senior Andrea Levy, the squad was able to raise over $400 for the Jack Cole fund.

Tennis boys and girls leave opponents reeling

by Jon Plumb, Nick Bartlett, and Arina Zohrabian

The boys' tennis team earned an enormous jump start in its quest for a second consecutive Middlesex League title with a tension-filled 3-2 win over the perennial powerhouse Winchester Sachems to improve their record to 7-0.

A breakthrough effort by junior standout Fabien Rabanal keyed the win. The Lexington number one was flawless in a 6-2, 6-3 crushing of Winchester power sophomore Milos Janiczek. Senior Jon Plumb gave the team an important point with a 6-0, 6-2 victory. The first doubles team of senior Bryant Lee and junior Owen "sporkie carpe diem" Patrick clinched the victory with a convincing 6-1, 6-3 win. Senior Nick Bartlett faced a formidable opponent in Kevin Collozi and lost 6-3, 6-2. A fresh second doubles team of junior John Behar and junior David "Donkey" Kong lost a heartbreaking third set 6-3.

In other league matches the Minutemen have torn through the competition including Reading, Wakefield, Woburn, Watertown, Stoneham, and Melrose. In those matches, sophomores Mike Sciaretta and sophomore Josh Leopold have demonstrated promise and talent. Now Coach George Mechem and his squad turn their attention to defeating Burlington in preparation for the state tournament. The goals of the team this year were to win the league title and top last year's success in the state tourney. As Rabanal is fond of saying, "I believe we can be the best team in the state."

"I believe we can be the best team in the state."

-Junior Fabien Rabanal

Almost halfway through the season, the Lexington High School girls' tennis team is off to a positive start. The team has lost only to Winchester, last year's Middlesex League champion, and Reading, last year's runner up. With coach Buzz Gillis in his second year, the team is much improved. Players from last year's team recalled the difficulties of competing under a new coach: "We all felt like guinea pigs," was a statement echoed by many returning competitors. After facing Burlington on Monday, April 29, the girls will begin the season's second half. The team, at this point, is concentrating on beating its chief rival, Reading. This time, however, junior Tessa Randall will be displaying her doubles talent which will hopefully help the team to victory.

The Lexington Lacrosse teams are back to their wnning ways, with both the boys and girls headed for post-season play.

The sun is ehining on the gold team again: The boy's tennis team has put together an amazing 10-0 atart, toppling rivals Burlington and Winchester along the way.

seniors!

This year, as usual, the Graduation Issue of the *Musket* will include a comprehensive list of graduates and their plans for next year. We want to know where you're going! Please complete this form with your name as you would like it published in the *Musket* and a brief statement of your plans for next year. If those plans include attending college, state which college (no abbreviations, please). All forms must be returned to the *Musket* box in the SAC by MONDAY, MAY 20, 1996. You may also e-mail responses by May 20 to musket@stu.ci.lexington.ma.us. Thank you for your help!

NAME_____

PLANS_____

names and places

Varsity Scoreboard

as of May 3, 1996

Tennis
Boys' 10-0
Girls' 7-3

Track and Field
Boys' 3-3
Girls' 5-1

Lacrosse
Boys' 3-2-1
Girls' 6-0

Baseball 5-3
Softball 6-2